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ABSTRACT

This study sought to determine how video-taping and micro-teaching as a strategy for training student teachers affects the conduct of an English lesson prepared for bilingual students. An extensive review of the literature presents research findings on general concerns in teacher training, video-taping and micro-teaching as a strategy of teacher education, training for teaching bilingual children, and instructional programs. This study explored an area not covered in the literature, i.e., how faithfully do student teachers transport a prepared, practiced, critiqued, and revised lesson to the classroom setting? Three student teachers enrolled in a bilingual educational credential program and their supervisor were the subjects of the study. Video-tapes of four complete micro-teaching and classroom lessons for each student teacher were reviewed and analyzed. Interviews with the candidates and supervisor were also conducted and relevant documents were collected and analyzed. It was demonstrated that the student teachers deviated from a prepared and practiced lesson when placed in a classroom situation. It is suggested that planned, prepared programs don't necessarily insure the imposition of similarity in classroom practice. (JD)

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THE USE OF VIDEO-TAPING AND MICRO-TEACHING IN THE PREPARATION OF BILINGUAL TEACHERS

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The Use of Video-taping and Micro-teaching in the Preparation of Bilingual Teachers

One of the pervasive issues in education has been the inability of school districts to substantially improve the education of bilingual students. A corollary to this issue has been the question regarding the present training of teachers in order to help these students. The present study sought to determine how video-taping and micro-teaching as a strategy in training student teachers affects the conduct of an English lesson prepared for bilingual students.

Review of the Literature

General Concerns in Teacher Training

The importance of schooling has been and is a continuing concern. In a very recent article, Gage (1984) wrote that in contrast to this, none of the four commission reports called attention to pedagogy. ..."This discrepancy suggests that we need to call more attention to the improvement of teaching practices through what we have learned from research. For whatever reasons, as the four commission reports demonstrate, much thinking about education has found it possible to focus on almost every conceivable part of the enterprise except its central process: the teaching function" (92).

Associated with the teaching function is the concern of preparing teachers. Warren (1984) in contrasting teachers to doctors and lawyers pointed out that teachers need to develop plans for student learning in groups. Rarely can students expect to be taught singly in a classroom. This means that the content

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teachers prepare must be organized and presented in ways that promote student learning. He wrote, "teaching is conceptually taxing, physically exhausting and profoundly experimental" (2). Also, during the teaching act, teachers must adjust specifics relative to the different students and subject matters "on the job not prior to it" (5).

Berliner (1984) advocated that it is in preservice programs where prospective teachers learn the basics of teaching: 1) provide academic feedback, 2) engage in monitoring of pupils during seatwork to provide contingent reinforcement, and 3) introduce pupils to tasks in ways that motivate them to learn. "Only in pre-service education programs will novice teachers be able to practice these behaviors safely, in an environment in which they cannot harm children while learning their pedagogical skills" (95).

Additionally, the same author refers to the need of video cameras in the preparation of teachers. He contrasted the use of cameras by coaches and physicians. He wrote, "We also need video cameras - and funds to pay experts to analyze teaching, just as coaches analyze the performance of athletes. If the teaching performance of the typical prospective teacher in the U. S. gets video-taped and analyzed even briefly, I would be surprised. Physicians and athletes are given funds for video cameras, related equiment, and its maintenance, but schools of education are not generally thought of as having similar needs" (96).

Joyce and Clift (1984) address the issue of transfer from teacher preparation to the workplace. They report that apprenticeship experiences such as student teaching and internship are not sufficient. What is needed is training components sequenced and integrated to explicate theoretical notions about education through demonstrations; skill development in simulated settings through practice and feedback under controlled conditions and transfer to the workplace through "close-order coaching by practitioners who know what skills are to be developed" (11).

School administrators have expressed support for the integration of whatever teachers colleges are doing with what is happening in schools. McClellan, President of the Minnesota Association of School Administrators asked how professors "gain their insights into the methods of successful teaching, since none of the administrators [he had] spoken [to had] ever had a methods-course professor visit their school district (Currence, 1984:19).

Video-taping and Micro-teaching as a Strategy of Teacher Training

Muse (1970) wrote that sometimes student teaching as an experience is too overwhelming and complex for a student to be able to concentrate upon the development of specific skills of the improvement of weaknesses. "Micro-teaching was originally intended for the pre-service training of secondary school teachers but gradually it was seen that the method would be just as effective for all levels of teaching and for in-service teacher training" (Bartley, 1969-70:139). Micro-teaching, too, is considered a scaled down teaching exercise, in terms of time, teaching material and class size. The structure of the micro-teaching activities is made up of teach, critique, reteach, critique.

Micro-teaching can be used to simulate classroom situations with which the teacher-to-be will be faced and the development of single teaching skills or concepts. In this process the student teacher benefits from immediate feedback, specific skill development and reteaching which may include redoing the same lesson with suggestions from others, by self-evaluation and improvement. The point is to improve upon the original lesson. Discussions with the supervisor and the coordinating teacher are useful for the student teacher, especially if they follow the lesson.

For teachers interested in teaching English as a second language (TESL) micro-teaching experience is particularly relevant. The three major skills which they

can focus upon are: 1) developing the teaching ability in commanding attentiveness during oral exercises; 2) pacing the dialogue so as to permit sound discrimination and word recognition while speaking rapidly enough to indicate typical conversation style; and 3) becoming aware of bodily cue gestures that emphasize or express certain thoughts or that tell students what to do during the oral drills (Muse, 1970:15). In summ, "micro-teaching and video-taping appear to have considerable merit as techniques in improving the training of teachers" (24).

Bartley (1969-70) viewed the use of video-tape as important. "The video-tape of the intern's micro lesson is seen at the time of the critique thus enabling the intern to see her own performance" (140). Busso (1972) in her discussion of video-taping made several important points. First, she defined micro-teaching as a "scaled-down teaching encounter in which class size is usually limited to one to six students and class time to from five-to-twenty minute lessons. Predetermined objectives are stated for the particular micro-teaching session whether or not it is video-taped" (3). Second, there are several video-taping recording intrinsic advantages over direct observation in the classroom or the closed-circuit system. The advantages are: a) the recorded episode can be viewed by large or small groups and can be stopped, reversed, and replayed and discussed and studied in great detail; b) the instructor can preview the presentation, call attention to specific teaching techniques or methods in advance, and replay all or portions of the tape to reinforce certain points; c) the college instructor can fit the viewing into his teaching plans and select, edit or combine sequences to suit his purposes.

Third, "Observing a trainee's teaching performance globally is much less valuable than observing and helping him to observe, one or two specific discriminable actions within the teaching act" (3). Fourth, self-analysis

techniques may be incorporated into micro-teaching if desired. The uniqueness of the experience stems mainly from two factors: a) the facility with which teaching situations can be controlled and manipulated, and b) the availability of immediate feedback for the prospective teacher, often in the form of video-tape recording and playback as well as in the form of critical comments of micro class students and the evaluator" (4; Webb, 1969:144-50; Wolfe, 1971: 226-34;.

Busso (1972) concludes that teacher education institutions should see that an adequate sample of a candidate's actual teaching performance is made available on video-tape and effectively utilized in his selection and assignment. These experiences allow students to understand how teaching activities learned in isolation can be integrated into a meaningful gestalt.

Fanselow (1982) reported the need for a model for teachers to follow in observing tape recordings of their own lessons. The model he designed has five characteristics: 1) the source and target of communication, the descriptions to be made are: a) who or what is communicated to whom? b) the unit of analysis or the purpose of the communication such as, structuring, initiating, soliciting, responding, reflexive and reacting (5; Bellack, 1966), 2) the purpose, 3) the medium used to communicate content, namely linguistic, non-linguistic, para-linguistic, and silence, 4) six ways in which mediums are used, namely, to attend, characterize, relate, represent, or set and 5) content categorized as life, procedure and study. In his elaboration of each of the characteristics he emphasized that description is most important. He wrote, "until teachers tape record, transcribe and describe their own lessons, discover the rules they follow, and generate alternatives on their own, all the time suspending judgements, they cannot be free" (4). Fanselow emphasized that "feedback, like most

of teaching, is not always conscious and deliberative" (24).

Bosley (1969) reported on several video-taping projects. Student teachers used video-tapes developed as part of the Teaching Project at Utah State University. The tapes were designed to illustrate examples of direct and indirect teacher influence (as defined by Flanders in his interaction analysis system) in various secondary school subject-matter areas.

The College of Southern Utah prepared a series of video-tapes to determine whether or not video processes could reduce the amount of pre student teaching laboratory experience in actual classroom situations.

Smith (1969) in her studies of micro-teaching in the preparation of elementary teachers reported that "seeing oneself in a teaching situation enhanced the ability to critically evaluate and constructively modify one's teaching actions" (44). Her studies supported the notion that a "desired teaching behavior is more easily produced after viewing one's own teaching performance" (44). The significant conclusions from the study were: 1) the students who took part in the micro-teaching process made larger gains than the control group in mastering questioning techniques for gathering data," (44) 2) a moderate degree of superiority was developed by the experimental (micro-teaching) group in asking probing questions, inferential questions, inquiry, and in verbal and non-verbal reinforcement. Students who were not involved in micro-teaching showed deterioration in favor of the six skills studied. The researcher concluded micro-teaching was justified. If used in conjuction with other effective procedures which are known to influence teaching behavior, the results could be highly encouraged.

Hammer (1969) reported on the developments in micro-teaching at the University of Utah during 1967-68, after more than two years of trial. He observed that micro-teaching (short teaching lessons) were frequently video-

taped for immediate playback and analysis. The purpose served was to provide teaching skill training for pre-service teachers. It also assumed that certain positive educational attitudes were formulated within this process.

Hammer also reported that the primary development during the same period was in the utilization of conventional public school pupils in addition to the peer teaching program which had been common before. Some researchers, for example, Allen (1969) have advocated the practice of using conventional public school pupils.

The major advantage of video-tape reported by this same author was the capacity for immediate playback. He wrote, "This feature not only provides an instant and accurate review of a student's performance, as in the case of practice teaching sessions or instruction in public speaking, but also allows for an immediate technical check of the material recorded" (59).

Another advantage was that video-tapes may be erased, reused and edited. Finally, video-tapes are adaptable to future technological aid. They "are fully compatible with computer-based storage and random-access retrieval systems of tomorrow" (59).

Moody (1969) reported that the key to the success of viewing video-tapes is the effective utilization in the presentaion. Allen and Young (1969) found that the "micro-teaching clinic at Stanford University was developed to reduce the complexities and trauma associated with the first teaching experiences of student teachers" (82). They concluded that micro-teaching provides a teaching situation which is scaled down both in time and in the number of students. The typical teaching episode is five minutes in length and is recorded on video-tape for subsequent playback during the critique. Each teaching episode provides a genuine learning situation as the teacher faces a new group of students during the reteach phase.

Parish (1976) developed a model used in the teaching of English as a second language. The utilization of video-taping facilitated monitoring live performances and for subsequent private viewing and critiquing. In terms of video-taping and monitoring, Parish found that each trainee had regular opportunity to be alone before the client class. Each trainee was also provided with a thorough critique without being present while the trainee was teaching. Trainees were given opportunities to observe each other and to comment on each other's performance while it was going on. Subsequently, the trainee's performance was analyzed with the group while it was going on. Trainees were also helped to acquire "distance" enabling them to respond honestly, directly and understandingly to their own performance and to those of their classmates. The non-native trainees were provided with maximum opportunity for observation of their classmates. Trainees were also allowed to observe and comment on demonstration-performance by the supervising instructor. Finally, each trainee was provided with a video-tape of his/her performance which he would himself critique and compare with the supervisor's critique.

The effects of trainee's interaction with each other during the video-taping sessions and critique seminars were several. First, there was an analysis of performance by other trainees and supervisor. Second, there was occasion for the development of team cooperation for the good of the clients as well as for the good of the trainees. Third, issues such as self-consciousness in performance, the necessity for adhering to a rigid timetable of teaching activities, the responsibility that each trainee has in managing his teaching segment as effectively as possible are all taken up and resolved by group acceptance and consensus.

Silver (1968) concluded that video-tape recordings provide a marvelous vehicle with excellent control over the stimulus material.

The theoretical support behind micro-teaching is well developed. First, the advantages are: 1) trainees have the same experiences that a classroom teacher has but in a smaller scale; 2) the micro-teaching situation holds low risk for both the trainee and the student; 3) micro-teaching can provide opportunities for working with heterogeneous groups of pupils; and 4) the micro-teaching lessons can provide increased amounts of practice. Second, the reinforcement concept arising from learning theory is readily applicable to micro-teaching. The teach, critique, reteach, critique cycle is a form of reinforcement. Micro-teaching also uses the principle of immediate feedback as part of its structure. Shaping, another aspect of reinforcement is also applicable. This principale is the gradual changing of typical behavior to bring it closer to the desired behavior (Bartley, 1969-70).

Another aspect to reinforcement is the spaced practice which is part of the activity. Finally, transfer theory specifies that it may be possible to transfer from micro-teaching to actual classroom teaching. The conditions under which this can be maximized are: 1) the similarity between the original task, micro-teaching to transfer task, classroom teaching; 2) mediation experiences, i.e., "the ease with which a person learns or performs a new task depends upon past experiences of the learner and how these experiences are utilized in the new task" (Bartley, 1969-70:142), and finally, the greater amounts of practice increases positive transfer.

The descriptions provided so far have focused on the prescriptive approach. Carver, et al. (1980) make a distinction between the purely exploratory micro-teaching and the structured type. The structured micro-teaching seeks to de-personalize the activity. During this stage skills are de-emphasized whereas awareness of issues of methodology is the concern. At this level, the inter-dependence between theory and practice is highlighted. Another important aspect

to this stage is that micro-teaching presumes teacher-orientation rather than student or program. The use of the video-taping and micro-teaching is to improve teaching behaviors.

Blatt (1978) presented a form in which video-taping can be used to prepare teachers. The tapes are used to fulfill certain objectives related to the lessons presented. In teaching ESL students, total physical involvement lessons are presented with and without the use of video-tapes. The format used to teach the students included several steps. First, a sequence of commands is presented. The tape is used to demonstrate how to teach parts of the body. Activities follow in which the demonstrator teaches a dialogue. Examples are, then, presented which show how repetitious drills with physical participation by the students are presented. The tapes permit a contrast between simple oral response and total physical response.

Asher (1969) in his development of the total physical response technique of teaching a second language enumerated several points. Initially, the problem is to invent a strategy to achieve the objective of listening fluency. This is what the total physical response technique addresses. The strategy is to have the students listen to a command in a foreign language and immediately obey with a physical action. The training begins with brief one-word utterances, but within thirty minutes, the morphological and syntactual complexity of the commands has been increased.

Asher's data seemed to indicate clearly that translation in either training, retention, or training and retention will severely decrease listening comprehension. The dampening effect of translation is so strong that even when action responses are given by subjects in retention, there will be no acceleration in learning if translation was used in the training.

Another interesting finding in this study was that when adults learn a second language under the same conditions as children, the adults are superior. This generalization is to be limited to listening fluency.

Asher explained the findings in the following manner. The events in training were not as important as what happened during the retention tests. What was important-indeed- extermely important - was for each student to perform motor acts during the retention tests. The intact pattern of the motor act seemed to be necessary for the achievement of a high level of listening fluency. Also, the motor act became a powerful facilitation to learning only as the complexity of the learning task increased. The facilitating effect of the motor act held for complex foreign utterances no matter what the time interval between training and the retention test. The most serious impediment to the comprehension of the language was to apply a translation method in training, in the retention tests, or in both training and the retention tests. This generalization held when the translation was oral or in writing. When the students attempted to learn both listening and speaking together the comprehension of the language was significantly decreased. Moreover, adults were far superior to children in the second, fourth and eighth grades in listening comprehension of the language when all subjects learned with the total physical response technique.

Asher (1965) designed the retention tests in the following way. Each subject in the experimental group performed individually with physical action while control subjects listened as a group to the language and wrote their responses.

The scoring of the retention tests was in behavioral units. For example, if a subject in the experimental group heard in Russian the command, "Run to the table and pick up the flower," he received one point for running, another point if he ran to the table, another if he picked something up, and a point if

the item picked up was a flower. Therefore, that utterance in Russian had a total possible score of four points. The same scoring procedure was used for subjects in the control group except that they wrote down the English translations for the Russian.

Four categories of complexity were set up: single words, short, long, or vowel utterances. A short utterance was one thought unit, such as "Walk to the chair." A long utterance was more than one thought unit: "Walk to the chair and pick up the pencil." A novel utterance was defined as some recombination of things which subjects had heard in training, so that, in this sense, the command was presented for the first time in the retention evening.

Montclair State College (1973-74) in their use of video-tapes with adult education concluded that "the video-tape series is conceived of as a vehicle for encouraging communication between staff and Spanish speakers and to demonstrate second language teaching techniques through a realistic experience" (25). The form which their training took was one in which in a sequential series of video-tape the viewer joined the video learning group composed of instructional staff in acquiring the fundamentals of functional Spanish from a native teacher. The second form was a video-tape providing information regarding students. In the same project, video-tapes which were used in the Virgin Islands showed that of the audiences "84% thought the video-tape would be useful in their teaching training and 76% of the audience thought that the mobile concept could be useful to the inservice training of teachers.

Shaafsma (1969) wrote that the "goal of second language teaching is that of giving the students mastery of a <u>skill</u>, but the complications arise when we realize that the particular skills which we wish to pass on is a <u>social skill</u>, and as such differs from other learning, both skill and <u>content</u>, at many points.

Feedback as applied to second-language teaching stands for a form of negative or positive reinforcement. They are: teacher to class and class to teacher, class to teacher and teacher to class, pupil to pupil and teacher observation and the reportage of outside class experiences by pupils to teacher and class.

The most important factor from a methods view is the teacher. The teacher knows what has to be taught, how it should be taught, the degree of learning which is required, and the means of attaining this. Feedback should be used to regulate the above elements.

Second-language teaching means working with receptive and production skills. The signals for feedback will be verbal and non-verbal. The responses may be immediate or delayed. The creation of the signals is part of the totality of the language learning process. Productive skills monitor themselves.

Neuberger and Pattibone (1970) reported on a teacher training program designed to affect the behavior in the bilingual child. The major function of the training program was to instruct teachers in the use of twenty teaching techniques that help facilitate language learning. The twenty techniques are organized into five categories: 1) shaping and maintaining correct responses (reinforcement); conventions (non-verbal cues); 3) modeling pronunciation; 4) correcting errors; and 5) evoking questions (feedback).

The process by which teachers were trained is the following. The teachers were given instruction in using these techniques and then allowed to practice them in a video-taped micro-teaching setting. The teachers taught a lesson to bilingual children, were critiqued by a supervisor and other members of the class and then allowed to reteach the same lesson to another group of similar children. This plan was based on Kriefel's (1970) teacher behaviors schema.

Kriefel identified six teacher behaviors: approval, disapproval, structuring,

restructuring, information and listening. These behaviors were observed in both the cognitive structuring and social management portions of classroom teaching. Kriefel showed no statistically significant differences between the behavior profiles of the OLP trained and non-OLP trained teachers for the general teaching situations. However, the data reflected more approving hand nodding and touching behaviors by the OLP trained teachers. These are often referred to as reinforcing behaviors.

The Newburger study utilized the video-tapes of Kriefel's study to determine disruptive versus relevant child behavior exhibited under OLP and non-OLP trained teachers. The disruptive behaviors were: gross motor, such as getting out of seat, walking, etc., noise making, verbalization such as crying or carrying on conversations with other children, orienting, such as turning head or body toward another child and aggression such as hitting or pushing (2-3; Thomas, 1968). The theoretical assumption was that social reinforcement is a strong factor in controlling child behavior (Harris, et al., 1964; Allan, et al., 1964; Becker, et al., 1967).

The researcher found that the OLP trained teachers elicited fewer gross motor, noise making and other task behaviors. The non-OLP trained teachers elicited fewer verbalization, orienting, aggression and relevant behavior.

Training for Teaching Bilingual Children

Riley (1976) reported on an experiment designed to produce talks which were precise and concise and to deliver them in a polished manner after only the briefest of preparations. He defined the communicative function as the illocutionary force of an utterance as specified by its linguistic and situational context, independent of its syntactic structure and propositional content.

In his elaboration of the process, he broke down presenting into two main sub-categories, reporting and criticizing. As part of the criticizing function identified suggesting, affirming, persuading expressing personal opinions and comparing as critical. He concluded that "as we go from discourse which contains a high degree of interaction to that which does not, we find that the organizational effect of the propositional content increases. Other factors which affect the communicative function are the degree of spontaneity and the medium.

Rodriguez (1980) reported on a study that sought to identify the competencies that are representative of effective bilingual teachers. The researcher showed that six competency clusters and their accompanying sub-categories differentiated the effective elementary bilingual teacher from other bilingual teachers. Listed in order of predominance the competencies are: communication skills, positive regard, non-authoritarianism, pedagogic flexibility, socio-cultural knowledge and self-confidence.

In the communication skills, four components were identified. The teacher listens to and hears children and parents; dialogues informally with children and parents, gives children feedback and in confrontative without producing defensive behavior.

In the areas of positive regard, five components were shown to be important. The teacher is empathetic towards children, parents and others, has high expectations of children, genuinely cares about children's welfare and learning, respects children and parents as individuals and accepts children and parents without judging.

Teachers who were non-authoritarian were consultative with children and parents, flexible with children and others, able to allow children to direct their own learning, see teacher's role as a "person" versus "teacher" and create positive classroom climate. Those teachers who had pedagogic flexibility

were eclectic in the use of teaching methods and activities, used creative approaches in teaching and motivating children, were diagnostic and prescriptive in approaching children's learning, gave children individual attention and encouraged children to be active learners.

Teachers who possessed socio-cultural knowledge had sufficient fluency in target language to communicate effectively, knew and valued children's cultural life style, valued the importance of children's first language, knew of effective methods and activities for bilingual students and knew and were committed to theory and philosophy of bilingual education.

Self-confident teachers had strong convictions regarding teaching and learning, questioned the validity of expert opinion, took risks based on own judgment, was reflective and self-assessed own behavior and was confident in own abilities and those of students.

Rodrigues and Plank (1981) presented suggestions intended to create classrooms in which all manifestations of a student's culture are valued, tapped and encouraged. Space was identified as one factor. They suggested teachers use space to influence behavior and to their advantage to help provide a learning environment that helps all of the children in class. Time is another factor which is considered. They write, "Time does communicate. This communication can bring positive benefits to teachers who understand it and use it to mutual advantage while working with students.

Interactional behavior is also presented as an important cultural component. They suggested teachers plan "learning activities that use interactional styles with which children are comfortable, such as group projects; individualized work, and learning centers" (41-42). They also admonish that "in order to enable children to compete in the larger society, teachers need also to encourage students to learn mainstream styles by participating in discussions, giving

presentations, and working independently. These skills can be planned for and taught and should be included in the curriculum. Because these and other skills are valued in our culture, we should also try to help children learn other communication patterns that will enable them to succeed in school.

The final factor which is considered is cognition and learning styles. The authors cite Ramirez and Castaneda (1974-23) when they explain that in education, this philosophy [of being bicultural and still loyal to American ideals] implies that teachers must be aware that the way a student "communicates, relates to others, seeks support...and thinks and learns (cognition) is a product of the value system of his home and community" (42).

Instructional Programs

There is one other area of research which needs to be covered in this review. This is the area regarding instructional programs. Many researchers have tried to link effectiveness of programs to learning. For the present, only two reports will be cited in terms of their conclusions. Hannafin (1983) reported, "In effect, the instructional system intervention was more influential than ethnic group in affecting learning of independent on-level skills even though ethnic groups differences remained" (248).

Becker and Gerston (1982) after an extensive investigation regarding the Follow-Through Program had several conclusions, one of them being "that effective instruction needs to continue through children's schooling. Otherwise they lose. Limited English-speaking students appear to lose the most" (89).

The review of the literature indicates that video-taped micro-teaching has been well developed and used, especially during the '60's and '70's. With the exception of Berliner's (1984) suggestion that video cameras be used, the

strategies for teaching student teachers does not appear to include video-taping or micro-teaching in the '80's. There is also some research which has examined contexts where languages have been taught, i.e., how do teachers learn to teach a foreign language and how do teachers learn to teach English to bilingual persons? Cultural aspects are also reported to affect the teaching act. Finally, the effect of prepared programs on teaching have also been examined.

The area which has not been covered in the literature is how the transfer of video-taped micro-teaching lessons takes place. In other words, how faithfully do student teachers transport a prepared, practiced, critiqued and revised lesson to the classroom setting? This study sought to determine the extent to which video-taped, micro-teaching lessons were imposed at the classroom level.

Theoretical Framework

The data collected for this study is analyzed by applying several critical concepts. First, student teachers practice teaching acts in a context which is similar to that found in the classroom. However, that not being sufficient, as Joyce and Clift (1984) advocate, the necessity of a "close-order coaching by practitioners who know what skills are to be developed" (11) is provided through

student teacher supervisors, classroom cooperating teachers, working seminars and consultative seminars.

Second, micro-teaching is viewed as a way to simulate classroom lessons. The repetitiousness and scope of the lessons is presumed to aid the student teacher improve the teaching skills required in a classroom.

Third, the use of video-tape during the micro-teaching act and the classroom teaching act is viewed as a way to review, critique, revise and improve the teaching skills necessary in a classroom.

Fourth, teaching English to bilingual children is presumed to require additional attention to the acquisition of teaching skills.

Fifth, the learning theories available show that reinforcement, shaping and transfer are likely to occur under the conditions imposed by video-taping micro-teaching.

Sixth, class discussion of video-taped micro-teaching is a useful way to reinforce teaching behaviors, to modify behaviors, and to develop a teaching norm.

Seventh, there may be cultural aspects which need to be considered when teaching non-English speaking students. Nonetheless, the classroom teachers' general responsibility is to provide those experiences which will enable those children to succeed in school along with the rest of the students.

Eighth, a prepared program is likely to have greater consistency and uniformity which can be more readily transferred from lesson to lesson and from the video-taped micro-teaching context to the classroom level.

Methodology

As specified earlier, this study was designed to show how faithfully student teachers transfer teaching behaviors acquired through video-taped micro-teaching sessions to the classroom level. Therefore, the aspects to be included in the

study were: 1) student teachers practicing to teach a specific lesson in the classroom, 2) student teachers video-taping a lesson, i.e., micro-teaching in order to view themselves learning to teach, 3) student teachers reviewing and consulting with the supervisor and peers in the review of the lesson, 4) student teacher video-taping and micro-teaching the revised lesson and 5) student teacher teaching prepared lesson in the classroom all the while being video-taped. Additionally, it was presumed a prepared program, Segal,(1977) Teaching English Through Action and Baig, (1982) "Total Physical Response: A Method for Teaching Language Through Action" would be especially appropriate for the purposes of this study. The intent, then, was to examine the faithfulness with which the program would be presented to bilingual students in a classroom setting after practicing through video-taped micro-teaching.

Data Collection

Data were collected during one training period. Three student teachers enrolled in a bilingual educational credential program at a California University School of Education and their supervisor were the subjects of the study. Three methods were used to collect data. Video-tapes of four complete micro-teaching and classroom lessons for each student teacher were reviewed and analyzed. Interviews with the candidates and supervisor were also conducted and relevant documents were collected and analyzed.

Video-taping of micro-teaching and classroom lessons was arranged by the supervisor, the school district, classroom teachers, principal and video-taping technician. The lessons were selected to take place once a week, for a duration of 20-30 minutes. Everyone concerned approved and was fully aware of the taping taking place. The students and no one else seemed adversely affected during the classroom taping.

The classroom situation differed for each of the teachers. Each teacher had a different group of students. The size of the classes ranged from 4 to 10. Two of the teachers had classes of four students while the other had a class of 10. The classes were conducted in different classrooms as well. Two of the classes were conducted in a room that contained a piano and stage. The students faced them. The teacher sometimes sat on the piano bench. The other teacher had a regular classroom with a group of students doing other kinds of work in the background. During one of the classroom video-taping sessions, the supervisor attended and participated in a lesson with one of the student teachers and students.

Prior to the video-taped micro-teaching, the student teachers received training in using the program. They read the program, practiced it and presumably learned it. They, then, prepared a "lesson" for the students based on the lesson presented in the program. The "lesson" was video-taped. It tended to begin almost identically to that in the program. This "lesson" was, then, viewed, reviewed and revised to be presented in the classroom. The "lesson" was next video-taped in the classroom. During the classroom lesson, deviations resulted for each lesson. Through time, the deviations became greater, so that lesson four deviated greatly from the original program lesson. This deviation was greatest for one of the teachers.

After the classroom video-taping, the student teachers reviewed their teaching. This process included discussion of the tape. The supervisor was present and suggestions regarding the teaching were made. The student teachers were to design their next lessons in light of the video-taping and discussion. This lesson would, then, be video-taped and the cycle would begin again. The student teachers tended to have their lesson plans beside them for both the video-tape micro-teaching and classroom teaching. One teacher had it by her on

the piano bench during the classroom lessons. Another teacher placed hers on the stage. The observer could not see the third teacher using lesson plans during any of the classroom sessions. In the classroom setting, the children were bilingual. Most appeared to be Mexican-American. Both boys and girls composed each of the classes.

Analysis

Background

Student teachers begin their teaching experiential training in a very gradual manner. They are usually provided with increasing time exposure and classroom observation before they are actually given students to teach. When they are given students to teach, they usually begin with small groups and their teaching assignment is generally confined to a particular area. In the present instance, the student teachers were at the stage where they were given a small group of non-English speaking students. Their assignment was confined to a highly specified lesson. This experience is prior to the actual classroom assignment where they would be responsible for teaching a complete class several subject areas for several hours a day. Therefore, the present report deals with student teachers at about their intermediate training period.

There is another aspect to this study. The student teachers were training to be bilingual teachers, therefore, they were expected to specialize in teaching non-English speaking students. Again, the training period under investigation is that prior to that when they might be assigned to a classroom where all or a few of the students would be non-English speaking.

Another consideration is that the primary focus of the student teacher's training is experiential. Student teachers are placed in situations where they

can encounter the most realistic conditions they would if they were already certified teachers. The secondary focus is to reflect on their experiences and modify their classroom actions in order to improve their teaching. In this particular case, the student teachers were assigned to a few [illegible] students. They were expected to teach them English. They were also expected to behave as teachers with their students. Attempts were made to provide these trainees with work sites resembling regular classrooms. Concurrently, these student teachers were expected to apply a particular program in order to teach English to their bilingual students. Additionally, the student teachers were being evaluated by their supervisor and cooperating teachers. The analysis of this report concentrates on the faithfulness with which the program was presented to the students in the classroom.

Teacher Presence

During the classroom lesson, each student teacher directed her class in a specific manner. The teachers, Misses D., L. and I., tended to sit while they taught. They would stand up if the word they were teaching required it. Otherwise, they would remain seated. If they did stand, they would do so in front of the class and they did not tend to move far from the original place. They moved only if the word they were teaching called for it. They also addressed their class directly. These teachers began their first class by speaking directly to the children. They also began with the exercise. They presented the word, demonstrated it and elicited a response from the students.

For one of the student teacher's classes, the supervisor was present. Everyone participated with the student teacher sitting except when the word to be learned required a different action. The supervisor participated as a member and observer of the class. This class also differed from the other two in that

it consisted of ten children rather than four.

Teachers' Lesson Presentation

The student teachers began their first class with the exercise. They presented the word to be learned. They demonstrated the word and elicited a response from the students. The routine was as follows:

Teacher: (pointing to herself) "Stand."

Teacher: (pointing to herself and standing) "Stand."

Teacher: (to children) "You do it, stand."

Students: They stand.

The drill continued with "touch," "touch your ear," etcetera. The children responded in turn. Most of the routine was directed to the class as a whole. Later, students were asked to respond individually. Students did so. The drill took on a pattern of the teacher presenting a word, demonstrating the word, repeating it, the class repeating and acting out the word, and individual students repeating and acting out words. During a few times students in pairs were asked to respond together. The teacher remained in front monitoring.

Deviations Emerge

The student teachers began to deviate from the prepared program and video-taped micro-teaching lesson during the second classroom lesson. The deviations were lodged on several classroom aspects. First, beginning a classroom lesson requires some introductory interaction or activity. The prepared program does not include this. Second, the students' responses are not identical. Students may or may not respond, may respond individually or as a group. This variety of responses is not anticipated in the prepared lesson. Third, the student teachers

respond to the variety of student responses in a corresponding variety of ways. This variety, of course, is not part of the prepared lesson. Fourth, the lesson requires a closing. Even though the prepared program provides for a closing, it does not provide for the class closing. Fifth, the classroom situation itself may vary in its similarity to the situation simulated in the video-taped micro-teaching class. The point to be made is that the faithfulness with which a video-taped micro-teaching lesson can be implemented at the classroom level is conditioned by the five aspects presented above.

The form these deviations take place are presented now. The student teachers began the class proper with introductions and directions. Two of the teachers presented their introductions and directions in Spanish. The third began with the word, "good" as an indication that the class was ready to begin the prepared program.

The prepared program began for two teachers with the pronunciation of the word by the teacher as she acted out the word.

Teacher: (pointing to herself) "Stand."

Teacher: (pointing to herself and demonstrating) "Stand."

Teacher: (repeats three times)

Teacher: (eliciting from students) "Stand."

Students: They stand.

Teacher: (Some type of acknowledgement).

The third teacher started the drill with "Mrs. L. stands," and continued in the same manner as the other two teachers.

The lesson itself, then, was begun differently than previously practiced. The deviations continued as each student teacher adapted to the classroom situation. The forms which these deviations took are varied. First, one teacher drilled the words at random rather than as programmed. The consequence was that

the students could not adjust their responses. Their responses were hesitant or incorrect. These responses elicited from the teacher corrective measures. She, then, said, "Listen." She demonstrated, "Stand, turn around and sit down." The children were asked to do the same. They didn't. She addressed the class. "No, no, listen!" The lesson structure which emerged was that the children and teacher continued through the routine if the students responded accurately. When the response was not correct, the teacher evaluated the class by saying, "No, no." Another aspect to the modified lesson was that as the lesson progressed, the teacher elicited student responses by nominating individuals to respond. When the student responded accurately, the child was told, "Very good." For this particular teacher, girls received "Very good" before the boys did and they also received more of them. The class consisted of two boys and two girls.

The second teacher presented the drill words in the order in which they were previously practiced. She elicited the response from the students. The students stood. She said, "Good." As the class did this a couple of times the teacher asked individual children to respond. Each child did. In a few instances, the teacher moved up to the student to act out the word together. Then she went on to another word. The children responded as a group. The teacher provided an evaluation of the class by saying, "Very good." She did not provide an evaluation remark to the individual student. During the routine while the children were individually responding, two children acted out the words being learned while the other two played. The teacher ignored this. This teacher maintained the structure of the prepared program. She deviated by turning to individual children and by moving up to them to respond. The consequence of individualizing the lesson was that not all children participated continuously.

The third teacher's classroom lesson deviated from the two presented above

in two important ways. First, her class consisted of 10 children rather than 4. Second, the student teacher supervisor was present. These two factors may have contributed to her opening remard, "Good." The drill routine, however, began as practiced.

The sequence of words was presented and the students responded fairly well. The deviations began when students didn't turn; she went over to them and turned them around. She also said, "Good," after every response. In a few minutes, the routine became established. The teacher and student acted out words. About three quarters through the lesson, the teacher sat and just gave the words, while the students responded. The children did so. This class then moved to understanding the word without the teacher's demonstration. This was the only group who progressed to this point during the second lesson. This group also became noisier and the students laughed when they had to "sing" when the word called for it. Note that this latter part of the lesson had not been previously prepared.

The second lesson for each of the teachers has been presented. What is shown is that the structure of the prepared lesson deviated at a very early point. The teacher's characteristics started to take shape and the children's responses began to assume a specific pattern. For two of the teachers, the lessons began with directions and personal introductions. The drill took shape with the teacher presenting a word, demonstrating the action associated with it and asking students to respond in kind. The teachers helped the children respond by moving towards them and turning them around or walking with them. Teachers also used evaluation differently. One teacher provided an evaluation to the class' responses but not to the individuals. Another teacher evaluated by saying, "No, no" when the response was incorrect. Girls were evaluated "very good" more often and before the boys were. The third teacher began the class with

"good." She said, "good," after each student's responses. Individual students were not asked to respond.

The drill itself took different forms. The teachers differed in the number of times they presented a word and demonstrated it. They also differed in the number of times they asked the students to act out the word. The longer phrases tended to be repeated less than the single words or shorter phrases. They also differed in the manner they expected the students to respond. Sometimes the class was expected to respond as a whole. Other times students were individually asked to respond. Teachers also differed in the way they helped students act out the word or respond accurately. One teacher walked up to the students and turned them around or walked alongside of them in order to help them. One teacher said, "No, no," when the students responded inaccurately. One teacher ignored errors but told students, "Good," on a continuous basis.

The students responded adequately throughout the lesson. One of the teachers had some of the children play while the others drilled. The teacher with the large class had the students respond without her demonstrating. In this lesson we see students exerting their independence.

In sum, several aspects changed between the first and second lesson. Teachers provided directions, they added evaluations and the students assumed a more active role.

Lesson Structure

The remaining lessons are analyzed in terms of the way teachers remained faithful to their plan, in terms of the way the lesson was structured, and the way the activity took place during the teaching/learning process. The impact of the students' responses is also analyzed and the manner by which teachers modified their activities and plans is presented. Teachers deviated from the prepared

program in a variety of ways.

Opening

Mehan (1979) claims lesson directions serve to inform and direct students into the lesson proper. As was seen in the previous two lessons, the teachers' first lesson was programmatic in that the lesson began with the program's exercise. The second lesson was modified by beginning it with directions and introductions. The third and fourth lessons, with one exception, began with no directions. The lesson which differed did so by having Miss L. start with, "I want everyone to...." This introductory phrase changed to, "I want you to..." for the rest of the words and phrases which were drilled. The familiarity and routinization of the lesson was reflected in the absence of directions and in one case in the addition of a command before each action word and phrase.

Content

The second aspect of the lesson which was modified was the content. The content to be presented was controlled by the program first and by the lesson plan second. Certain new action words, action phrases and mixtures thereof were to be presented at each lesson with words and phrases presented before to be reviewed. One teacher structured the presentation of words and phrases so that the new words and phrases were drilled upon first in that order. She, then, followed with a review of the previously presented words. Again, she began with single words and moved from short, simple phrases to longer, more complex phrases. She also drilled words and phrases which required certain types of distinctions, such as "touch" hand and "hit" hand.

Associated with the presentation of words and phrases from simple to complex, Miss L., used a method of calling on the total class when the word or phrase was first presented, added further drill by calling on groups of children and on

individual students. The more complex the pattern the more likely that all three ways of repetition would be used in order to increase the total time spent on drilling a particular phrase.

The newness of the material also made a difference on how the teachers presented it. Miss L., for example, changed her position from standing to sitting depending on the newness of the material. The content increased in complexity in two different ways. First, the progression was from words to short phrases to longer phrases. Second, the words which were being taught required greater and greater discrimination in meaning. For example, making a distinction between "touch" and "hit" hand. One of the teachers also demonstrated the difference between "soft" and "loud" when singing. One teacher, Miss L., presented all of these complexities in a progressive pattern. She went through the "traditional" structure with new words or phrases of demonstrating and asking for class responses. She sat and asked for student responses without demonstration for those words and phrases which had been presented previously. She also presented one word or one phrase at a time, then combined them to make distinctions, then mixed them up with other words and phrases to increase discrimination skills. The lesson progressed from simple to complex, from class responses to student, to group, and back to class responses.

One teacher, Miss I., presented all of the words on phrases on the program, but in no apparent pattern. This teacher did have her lesson plan and she referred to it during her teaching, but evidently the sequencing of the words and phrases was not as carefully designed as was Miss L's. Miss D. did not refer to her lesson plan, she was not able to cover as many words and phrases as the other two teachers and the presentation of words and phrases was random.

A third aspect to consider in these lessons is how the teachers adjusted to the students' responses. The routine of the exercise tended to be that the

teacher presented the word or phrase, demonstrated it and had the children respond by acting it out. The children tended to respond accurately to single action words or to words which were obvious. Sometimes they acted inaccurately to complex phrases or to words whose distinctions had not been addressed. Each teacher adapted to these responses in different ways and the responses influenced the subsequent conduct of the lesson.

Miss D., for example, stopped the fourth lesson during the exercise drill and said to the class, "Watch me." She then, presented the phrase, demonstrated it and then asked the students to respond. The context in which this incident occurred is worth noting. Prior to this particular word phrase, the teacher had moved alongside the students. In order to address the class with, "Watch me," it became necessary for her to move in front and direct the class from there. She remained there for the rest of the lesson.

This teacher also responded to inaccurate student responses by repeating the word or phrase louder. For example, the data show the following. As the exercise progressed one child did not know a word. The teacher repeated the word, she raised her voice to repeat it again and finally demonstrated. The child responded. When another child didn't know another word, the teacher repeated the word loudly, then she said, "Listen." She repeated the word and demonstrated it. The child responded. She called on groups of children to respond towards the end of the lesson. Two or three children responded at once.

Miss L. utilized correct and incorrect responses in another way. Successful execution of the words and phrases by the class resulted in the teacher calling on individual children to respond. Inaccurate responses meant that the teacher called on individual children to demonstrate. This became quite prominant in the third and fourth lessons. This procedure also worked well with the four students.

Miss I. presented the content of the lesson in random form. For example, she presented the word, "touch," without a demonstration. The children didn't know what to do. They laughed instead. The teacher said, "No, touch, no, touch." Sh.....Sh...." They continued on with words such as jumping, sitting, standing. The teacher stopped to review the lesson plan. She presented, "touch hand." Some of the children acted out "hit hand." She also walked back to the second row to monitor the correct response. She again checked with the lesson plan. When the children responded correctly to "touch hand" she evaluated with, "Very good."

The teacher, then, presented a new routine without demonstrating, "sit on your hands." The children did it. She said, "Very good." She called for it again and checked that the second row was doing it right. She changed the phrase to "sit on your leg." The children did it. As the drill progressed, the children reacted to it by laughing and getting loud. The teacher responded by complicating the drill. This lesson demonstrated how the children's responses were altering the teacher's behavior. The dilemma presented itself by having the teacher refer to the lesson plan, but ultimately having to situationally react to the students' responses.

Evaluation

An important component of lessons is evaluation. Sometimes this is referred to as feedback. Mehan (1979) writes that evaluation serves the function of informing students whether the content and/or form of their responses is appropriate. It also serves the function of closing that particular sequence of interaction between teacher and students in regard to a fragment of content. For example,

Teacher: "Turn around."

Teacher: (demonstrates) "Turn around."

Teacher: "Turn around."

Students: Respond by turning around.

Teacher: "Very good."

An important point to make is that the prepared video-taped micro-teaching lessons did not include an evaluation. The program provided the body of the lesson without opening, evaluation or closing. The three teachers adjusted to the classroom situation by inserting evaluation. Each did so in a different manner. The difference affected the conduct of the lesson.

Miss D. did not include evaluations in her lessons. If the children responded accurately or inaccurately, there was no evaluation to terminate the interaction. She gave no feedback to the children as they responded. Miss L., likewise, used evaluation very sparingly, particularly during the third lesson. The fourth lesson, however, was modified to include, "Very good," as an evaluation when the class responded accurately. The structure which emerged was one in which the teacher evaluated every successful completion of the routine. She asked for repetitions when responses weren't complete, accurate, or prompt. She assigned routines to a child who misbehaved. The child was not evaluated with a remark at the end of the drill. He was, instead, asked to return to his seat.

The third teacher, Miss I., in contrast, ended every routine with, "Very, very good," or "Very good." With this teacher, the evaluation was part of the interaction rather than a means for indicating whether the children's responses were accurate or inaccurate. The following is an example of one of these incidents.

The teacher referred to her lesson plan. (Note that this teacher has ten children in her class). She introduced "five fingers." She demonstrated. They drilled. Then the teacher asked the children to "touch the chair." The children

"knocked on the chair." She went on to ask them to "touch the table." The children laughed because all ten of them had to get up to the table. The teacher asked two children at a time to act out touching things. As they did so, the teacher stood and at the end of the execution she said, "Very good."

Students' Behavior

An additional aspect to lessons is the children's behavior during the activity. In the present case, we find that the classes differed in size. Two of them consisted of four children while the third consisted of ten. The increased size had an impact on the students' behavior and subsequently on the manner by which the teacher conducted her class. Miss D.'s class did not misbehave. However, when their responses were incorrect, the teacher used such phrases as "Watch me" to correct them or "listen." She also raised her voice when she repeated the words or phrases in order for the children to respond correctly.

The second teacher, Miss L., had very little misbehavior as well. When she did, she asked the children to repeat the routine correctly. She varied the interaction by not providing an evaluation to the successful execution. In other words, the corrective measure was to ask the student to demonstrate a routine. Having done so, the usual acknowledgement was withheld. However, the child was asked to resume the class membership by having him return to his seat.

The third teacher's class was larger than the two presented above. This teacher's students did get noisy, giggly and rowdy as they participated in the routine. They got noisy especially when they acted out words such as "jump." The teacher interjected with, "Sh....Sh...." During the fourth lesson, the children were considerably noisier than previously. The teacher said, "Sh...Sh.. everybody remember, quiet. Everybody remember, quiet, Sh.....Sh....OK, Quiet."

As she said this her voice got louder and the children quieted down by the time she said, "OK, quiet." She, then, asked the front row of children to come up to touch the piano, walk, stop and return to their seats. The children did so. She called on one of the children to "turn around." She called on the same child again. Then, she asked the class to sing. They sang loudly. The teacher said, "Very good."

She broke up the routine by having the children respond in groups of 2, 3 and 5. The children sometimes anticipated her requests. She finally said, "Touch the piano only when I tell you." The children followed her directions. She said, "Very good."

She presented, "touch the wall." She demonstrated. She called on two children to act it out. The children did so. She called on another group to do the same. Meantime the rest of the children were getting noisy or giggly. The teacher said, "Sh...Sh..." One of the students appeared to be giggling and being loud so the teacher reprimanded her. "_____do you want to go sit by yourself? OK." The child looked at the teacher and shook her head.

The teacher asked the total class to "point." Then she called on other children. During this drill she called on the misbehaving child three times. The child responded correctly. There were no acknowledgements.

The drill continued and the children began to get restless again. The teacher said, "Sh....Sh....." She remained standing facing all of the children. She asked that the children jump. They jumped once, but she meant them to jump several times. She demonstrated. The children followed with the correct response. The teacher asked the misbehaving child to act out several phrases. The teacher said, "Remember." The child responded correctly. Then the teacher called on the back row. The children giggled. The teacher said, "No one else talk...Sh... point down, put foot on wall." The children did so. They continued to get noisy.

As the front row jumped to the wall and children sang later, they continued to get louder. The teacher didn't say anything. One child was asked to point. He couldn't. The teacher repeated, demonstrated and then the child responded accurately. The teacher ended the exchange with, "Very good."

The teacher, then, called on two children. She directed the children to act out a routine. Meantime, the rest of the children were getting loud. The teacher said, "Quiet, S....Sh....."

The teacher, then, referred to the lesson plan. She said to the class, "Everyone, put your hand on your chest." They continued through different longer and more complicated phrases. The children responded well, but they giggled. The teacher said, "Very good."

She, then, asked the total class to walk to the wall. Just before reaching it she said, "Stop." Some children did and some didn't. She called loudly, "Stop." They did. The teacher stopped the routine to explain, "Don't run, walk."

They started another routine, making distinctions between leg and foot. The bell rang. The children giggled. The teacher said, "Quiet, Sh...."

As the class maintained its liveliness, the teacher reacted by altering the structure of the lesson. She moved to sit on the stage. She asked, "Does anybody want to be a teacher?" A child came up. The teacher talked to the class. "You have to be very quiet, Sh...Sh...." Then she asked the child, "What do you want us to do?" She walked back to sit with the children.

The child demonstrated. The child said, "Stand." The teacher said, "Say it louder." The child said, "Sing." The children sang loudly. The teacher said, "Very good," to the child being the teacher. Another child came up to play teacher. This child spoke louder. He said, "Stand, turn." The children responded right along with the teacher. The teacher said, "Very good," to the child.

Another child took a turn. He led the children. Everyone did very well,

except that they got louder and louder.

The teacher said, "Very good," to the last child. She walked up to the front of the room. She led the children on a routine. During the routine she stopped to tell a boy to be "Quiet." As the class went through the drill, she said, "Very good," when the class ended.

This last teacher's lesson indicated the influence students have on altering it. The teacher began with the regular drill. It was not enough to control all of the students. She varied the lesson even to the extent that the children led in some of the routines.

This teacher's class is the largest, so the differences between her class and the other two can in great part be attributed to size. This teacher also did not structure the content of the lesson as precisely as the second teacher, for example. She presented single words, complex phrases and she varied the patterns with no apparent logic. She referred to her lesson plan, but evidently not to check the sequence of progression, just the content of the presentation.

In the conduct of this lesson, the dilemma between program, student responses and teacher control is obvious. The teacher confronted a giggly class. She attempted to deal with it by calling on one of the students who appeared to be misbehaving. The child complied with the teacher's request, however, the class' giggling and noisiness did not subside. The teacher tried to deal with the class by asking it to be quiet. The class did not comply. The teacher tried to appeal to it by moving back with the students and having individual children direct. The class complied somewhat, but the teacher ultimately had to move up front to close the class.

It must be remembered that this class was mastering complex phrases by the second lesson. Many of the words and phrases used in the fourth lesson were well known by the class. It should be noted that the structure of the prepared video-

taped micro-teaching lessons was sequenced at a much slower pace.

Conclusions

It has been shown how student teachers deviate from a prepared and practiced lesson when placed in a classroom situation. The lesson they were to use in the classroom was based on the Total Physical Response Program. They prepared, practiced, video-taped, critiqued and reviewed each lesson prior to the classroom experience. With the exception of one teacher, they had lesson plans which they placed before them when they taught. The lesson plan was formulated into a 20 to 30 minute activity. The activity was to drill English words and phrases. During the drill the teacher and students interacted with each other. The nature of the interaction was dependent on three factors: size of the class, the structure of the lesson and the adaptability of the teacher to the situation.

Several aspects of this training period emerge as important. First, in this particular instance, the similarity of training experiences and programs does not lead to similar teaching practices. The three student teachers presented in this study received identical training. They had an identical program to teach and very similar students in their classes. Moreover, they reviewed the video-tapes together and discussed them. Each student teacher deviated from the prepared lesson in a different way. The utilization of the lesson plan, the use of evaluation, the sequencing of the content were not lesson components revised uniformly, so that each teacher's practice would be similar to the others. Instead, once the classroom lesson pattern was established during the second lesson, it became the mode for the rest of the classroom lessons. Continued video-taping micro-teaching practice and review did not serve to "shape" the teacher's behavior or affect the classroom activity.

Therefore, in the training of teachers, the planning and preparation phase

and the active teaching phase remain separate and largely unaffected by each other. Second, student teachers appear to learn to teach by practicing in real classes, and the teaching practice is determined by the quality and success of this practice. Teachers with few students and few behavior infractions, don't necessarily embellish and recreate their lessons. They may, instead, focus on the program and the successful execution of it becomes the primary goal. Teachers with classroom contingencies and heterogeneous students may, due to their circumstances, alter and modify their lessons in order to adapt to the current situation. For example, teachers changed from turning children around to not turning them. However, adpating may not mean seeking new ways to curb behavior problems, for example, Miss I. did not change her manner of dealing with the students' noisiness after reviewing the video-tape and planning for a subsequent lesson. She changed her routine during the actual class time. This points to an important aspect in the training program.

These student teachers taught their classes alone. During their classroom teaching, there was no one to intercede, no one to correct and no one to turn to for help. Therefore, the teachers on their own reacted to the situation in one way or another. This may be the most important juncture in which to affect classroom teaching. This study graphically shows that prior preparation has little effect. Even in the case where the supervisor was present in the classroom, she participated as an observer and member of the class. She did not stop, correct or evaluate the student teacher. For example, during planning, practice and review, some components were seen as important to change and did change while others seemed not to be. For example, Miss L. changed from sparingly using evaluations to a systematized manner of using them.

The present report is based on four sequential lessons and three subjects.

It may be that changing the lesson and behavior components requires more time and practice and different personal attributes. In any event, this study does reveal some important factors in the training of teachers.

The program was assumed to play a primary role in that the content of the lesson was totally based on the program. The class activity was directly prescribed by the program. Additionally, the student teachers were provided with practice time through video-taping and micro-teaching. From this study, it can be seen how planned, prepared programs don't necessarily insure the imposition of similarity in classroom experiences. The teachers presented a program differently in their classrooms, so that each classroom experienced it in a different way. Most importantly, each child's learning experience was likewise differentiated. Of special significance to this study is that ethnicity appears to play no part in the actual learning/teaching process.

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